

## LAKE CAROLINA ELEMENTARY

1151 Kelly Mill Road  
Blythewood, SC 29016

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	935 Students	
<b>Principal</b>	Dr. James Ann Lynch	803-714-1300
<b>Superintendent</b>	Dr. Katie Brochu	803-787-1910
<b>Board Chair</b>	Bill Flemming, Jr., D.M.D.	803-261-1992

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Excellent</b>	<b>Excellent*</b>
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent
2006	Excellent	Excellent

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

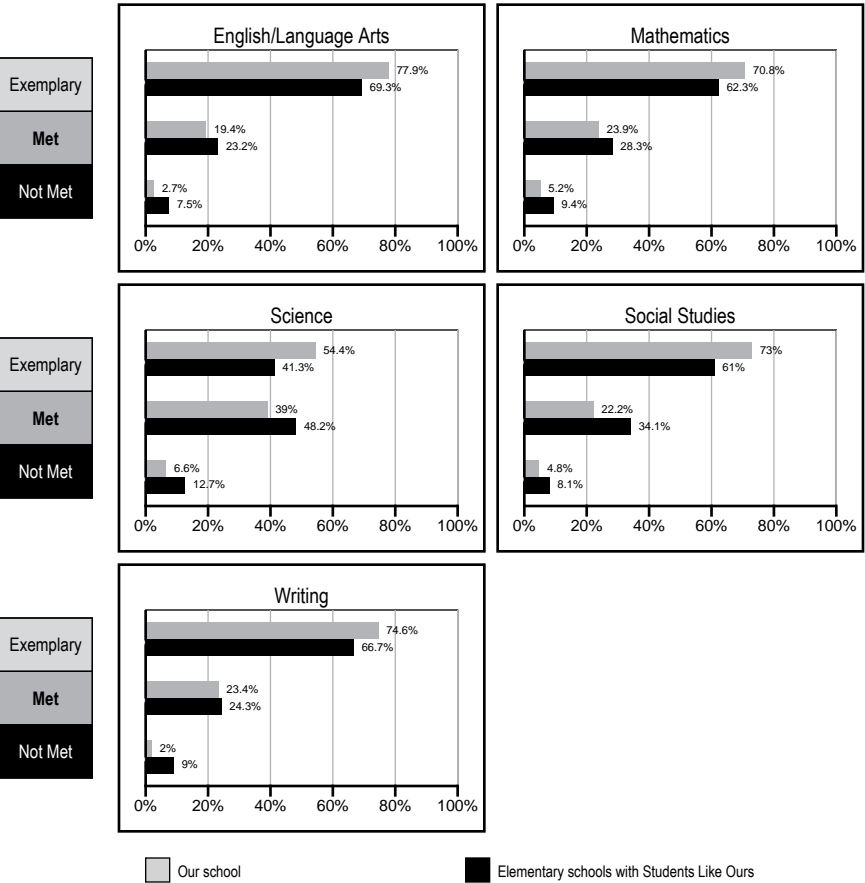
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
17	2	0	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=935)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.2%	Up from 0.3%	0.2%	1.2%
Attendance rate	97.1%	Down from 97.2%	96.9%	96.1%
Eligible for gifted and talented	31.2%	Up from 26.3%	35.8%	11.7%
With disabilities other than speech	4.6%	Up from 4.0%	4.4%	8.0%
Older than usual for grade	0.1%	Up from 0.0%	0.0%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=60)				
Teachers with advanced degrees	68.3%	Down from 70.2%	66.7%	60.5%
Continuing contract teachers	85.0%	Up from 84.2%	87.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.3%	Up from 82.4%	89.2%	87.0%
Teacher attendance rate	95.2%	Up from 93.8%	95.2%	95.4%
Average teacher salary*	\$53,032	Down 0.1%	\$50,379	\$47,288
Professional development days/teacher	18.2 days	Up from 14.2 days	8.6 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.2 to 1	20.9 to 1	19.2 to 1
Prime instructional time	91.4%	Up from 89.6%	93.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.4%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,341	Up 14.4%	\$7,485	\$7,548
Percent of expenditures for instruction**	71.2%	Down from 72.5%	68.5%	68.7%
Percent of expenditures for teacher salaries**	68.6%	Down from 69.6%	65.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our eighth year was a huge gator success! Lake Carolina was recognized for the seventh year for Closing The Achievement Gap for historically under-performing students. We earned an “Excellent, Excellent” Absolute Rating on the SC State Report Card. Again our school earned the Palmetto Gold distinction which is the highest academic honor recognized by the State Department of Education. In 2010, we were selected as one of the National Schools of Character by the Character Education Partnership.

Lake Carolina has 24 National Board Certified teachers. In addition, LCE's partnership with the University of South Carolina as a Professional Development School brought 13 interns and student teachers into our school during the course of the year. One hundred percent of our faculty and staff have been trained in brain compatibility and have implemented curriculum mapping and personal responsibility through collaboration. We celebrated our children's growth through honor roll recognitions and celebrations, 5th grade leadership meetings, Reading Counts celebrations, and Peace Flag celebrations. After school clubs for 4th and 5th grades, as well as Mad Science, karate, cheerleading, dance, golf, and gymnastics, offered additional enrichment opportunities for our students. In addition, qualifying 3rd, 4th, and 5th graders had the opportunity to participate in Wilson Tier Two and PASS Blitz. The LCE Leadership Academy continued to focus on opportunities for 4th and 5th grade boys to learn and build competency skills in leadership. The Lady Leadership Academy was established to foster leadership skills, build healthy self-esteem, and encourage positive relationships. Our Boys and Girls Club program serves 170 children. Our 942 students read 89,557 books and earned 230,426 Reading Counts points. Each day we averaged 575 books checked out in our Media Center. Two "Literacy at the Lake" books helped to frame our focus of 19 LIFESKILLS and 5 Lifelong Guidelines. We competed in our first-ever MathFest Competition and took 1st and 3rd place in the Southeast Region.

Based on the feedback from our Health Advisory and School Improvement Council surveys, strategies which included Exercise Counts, were implemented to increase our focus on heart healthy living. Our School Improvement Council sponsored an extremely successful uniform sale. Service learning projects selected and supported by our SIC were as follows: Jump Rope For Heart, PAALS, Camp Kemo, and Winter Canned Food Drive. Our PTO Board also sponsored Family Fun Nights, Gator Fest, a father/daughter dance, and a mother/son bowling night.

Due to the dedication and commitment of TEAM LCE and the support and pride of our parents and community, our accolades are many. However, what we truly cherish is our sense of community where TOGETHER we will continue to “sail beyond excellence” for ALL children at Lake Carolina Elementary School.

James Ann Lynch, Principal / Mark Curfman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	156	106
Percent satisfied with learning environment	100.0%	91.7%	95.2%
Percent satisfied with social and physical environment	100.0%	95.4%	97.1%
Percent satisfied with school-home relations	100.0%	94.9%	94.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.6%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	462	99.4	2.5	19.4	78.1	98.9	85.9	83.5	Yes	Yes
<b>Gender</b>										
Male	219	99.5	2.9	21.1	76	98	82.7	80.1	N/A	N/A
Female	243	99.2	2.1	17.9	79.9	99.6	89.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	236	98.7	1.3	13.9	84.8	99.6	94	89.6	Yes	Yes
African American	168	100	4.3	26.5	69.1	98.1	81.9	74.6	Yes	Yes
Asian/Pacific Islander	30	100	N/A	N/A	N/A	100	94	92.7	I/S	I/S
Hispanic	16	100	6.7	40	53.3	93.3	80.3	79.6	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	7.7	53.8	38.5	92.3	52.7	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	4.2	20.8	75	95.8	83.4	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	80	100	7.6	29.1	63.3	97.5	78.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	462	99.4	5	24	71	97.9	82.4	80.4	Yes	Yes
<b>Gender</b>										
Male	219	99.5	4.9	24.5	70.6	97.5	80	78.4	N/A	N/A
Female	243	99.2	5.1	23.5	71.4	98.3	84.9	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	236	98.7	2.2	17.9	79.8	99.1	93.2	87.8	Yes	Yes
African American	168	100	10.5	35.2	54.3	95.7	76.8	69.3	Yes	Yes
Asian/Pacific Islander	30	100	N/A	N/A	N/A	100	95.8	93.5	I/S	I/S
Hispanic	16	100	N/A	N/A	N/A	100	77.2	78.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	11.5	50	38.5	96.2	47.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	20	100	4.2	20.8	75	100	83.2	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	80	100	13.9	35.4	50.6	93.7	73.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	301	99.7	6.3	39.2	54.5	93.7	72.1	67.3
Gender								
Male	141	99.3	3	40.2	56.8	97	70.9	66.9
Female	160	100	9.1	38.3	52.6	90.9	73.3	67.7
Racial/Ethnic Group								
White	145	99.3	3.6	30.9	65.5	96.4	89.6	79.6
African American	113	100	11.1	49.1	39.8	88.9	63.1	49.7
Asian/Pacific Islander	20	100	N/A	N/A	N/A	100	88.2	84.4
Hispanic	13	100	8.3	58.3	33.3	91.7	65.6	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5
Disability Status								
Disabled	20	100	33.3	38.9	27.8	66.7	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	12	100	N/A	N/A	N/A	100	70.5	58.6
Socio-Economic Status								
Subsidized meals	51	100	18	54	28	82	58.6	55.4

Social Studies								
All Students	305	99.3	4.5	22.3	73.3	95.5	77.1	70.9
Gender								
Male	149	99.3	4.3	20.9	74.8	95.7	75.3	70.1
Female	156	99.4	4.6	23.5	71.9	95.4	79.1	71.7
Racial/Ethnic Group								
White	155	99.4	2	20.1	77.9	98	88.6	79.2
African American	112	99.1	8.4	27.1	64.5	91.6	71.1	58.4
Asian/Pacific Islander	20	100	5.6	5.6	88.9	94.4	91	86.8
Hispanic	11	100	N/A	N/A	N/A	100	71.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	15	100	6.7	46.7	46.7	93.3	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	13	100	6.7	13.3	80	93.3	78.1	68
Socio-Economic Status								
Subsidized meals	51	100	14	26	60	86	66.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	461	99.8	2	23.4	74.6	98	76.7	72.1	97.1	97
Gender										
Male	219	99.5	3.4	28.6	68	96.6	70.2	65.2	97.1	96.9
Female	242	100	0.9	18.7	80.4	99.1	83.4	79.2	97.1	97.1
Racial/Ethnic Group										
White	234	99.6	1.3	17.4	81.3	98.7	87.9	80.8	96.8	97.1
African American	168	100	3.1	34	63	96.9	71.3	59.7	97.3	96.9
Asian/Pacific Islander	30	100	N/AV	N/AV	N/AV	96.4	89.8	87	97.5	97.9
Hispanic	16	100	N/AV	N/AV	N/AV	100	66.4	64.6	97.1	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	100	73.4	95.9	96.5
Disability Status										
Disabled	28	100	14.8	51.9	33.3	85.2	32	27.7	96.2	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	20	100	N/AV	N/AV	N/AV	100	71.7	63.7	97.7	97.2
Socio-Economic Status										
Subsidized meals	80	100	5.1	36.7	58.2	94.9	65.8	61.9	95.9	96.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	142	100	1.5	19.4	79.1	98.5
	4	149	100	3.6	22.3	74.1	96.4
	5	149	100	3.4	33.1	63.4	96.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	154	98.7	3.5	6.3	90.3	96.5
	4	148	99.3	2.1	25.7	72.1	97.9
	5	160	100	1.9	26	72.1	98.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	142	100	3	23.9	73.1	97
	4	149	100	2.9	20.1	77	97.1
	5	149	100	4.1	38.6	57.2	95.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	154	98.7	3.5	15.3	81.3	96.5
	4	148	99.3	2.9	27.9	69.3	97.1
	5	160	100	8.4	28.6	63	91.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	71	100	3	32.8	64.2	97
	4	149	99.3	1.4	40.7	57.9	98.6
	5	76	100	8.1	51.4	40.5	91.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	75	100	11.4	25.7	62.9	88.6
	4	147	100	2.1	46.4	51.4	97.9
	5	79	98.7	9.2	38.2	52.6	90.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	71	100	4.5	31.3	64.2	95.5
	4	149	100	1.4	32.4	66.2	98.6
	5	73	100	2.8	29.2	68.1	97.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	98.7	N/A	N/A	N/A	100
	4	147	100	2.9	30	67.1	97.1
	5	81	98.8	11.5	19.2	69.2	88.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	142	100	6.6	21.3	72.1	93.4
	4	147	100	2.9	29.3	67.9	97.1
	5	151	100	3.4	27.2	69.4	96.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	152	99.3	N/AV	N/AV	N/AV	100
	4	148	100	2.1	24.1	73.8	97.9
	5	161	100	3.8	24.4	71.8	96.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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